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ABSTRACT

The summer institute program was designed to provide basic training in Afro-American and African studies for teachers from midwestern colleges and universities to meet the severe teacher shortage in these subjects. Content knowledge and attitudes were emphasized more than teaching skills. The 40 participants were instructed in Afro-American and African studies and were assisted in building their own programs of study. They were also made aware of available teaching resources, such as bibliographies, audio-visual materials and consultants. Characteristics of the participants and their evaluations are included in this report. (Author/CS)

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FINAL REPORT OF THE

AFRO-AMERICAN STUDIES & AFRICAN STUDIES SUMMER INSTITUTE FOR

COLLEGE TEACHERS

U.S. DEPARTMENT OF HEALTH,
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JUNE 22, 1970 to

AUGUST 15, 1970

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I. BASIC INFORMATION

A. University of Wisconsin
Madison, Wis. 53706

B. Afro-American and African Studies
Summer Institute for College Teachers
Grant #88, NIH-90-9600, Project No. 70-2654

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D. June 22, 1970 to Aug. 15, 1970

II. PROGRAM FOCUS

The main objective of the program is to provide basic training in Afro-American and African studies for teachers from colleges and universities of the Midwest in order to help meet the severe shortage of teachers who can teach courses concerning Africa and Afro-Americans. Development of content knowledge, attitudes, and skills all were involved, but development of knowledges and attitudes were given more emphasis than teaching skills. Most of the participants were well trained of considerable experience teachers. The institute was designed to increase their knowledge of, and change their attitudes toward, Afro-American and African topics. Specifically the Institute gave main emphasis to enlarging participants' knowledge of 1) the content of new courses, 2) teaching resources available elsewhere or developed during the Institute, e.g., bibliographies and teaching materials, and 3) problems of introducing and teaching courses dealing with Africa and Afro-American subjects.

III. PROGRAM OPERATION

A. Participants

Selection of the 40 stipended fellows was based on interest responses to program announcements mailed to deans and department chairmen of all two and four year college in the midwest area (Michigan, Indiana, Illinois, Montana, Iowa, Minnesota, and Wisconsin). A second mailing included similar institutions in Ohio, Kentucky, Tennessee, Arkansas, Oklahoma, Kansas, Colorado, North Dakota, South Dakota and Nebraska. There were 108 applicants responding to participate. Of these 96 were considered to be eligible based on the established criteria.

Criteria for selection as announced in the institute brochure was any persons who 1) would be teaching courses in either African or Afro-American studies during the 1970-71 academic year, 2) who were designing new courses in these areas, 3) who did not have significant prior training in these fields 4) whose participation would likely facilitate the establishment of new courses in their colleges or universities in these fields, and those who had approval and support of their sponsoring college or university.

The 1970 Institute Selection Committee, the two co-directors and two assistant directors, found the criteria to be effective for an initial experience. However, since there were more qualified applicants than stipends available, criteria for future institutes should be modified to include other evidence of commitment in the areas of African and Afro-American studies. This would include: 1) letters of commitment from an applicants dean, and 2) evidence of a potential career interest and direction in either of the two fields of study.

B. Faculty-Participant Ratio

Participants, through ongoing evaluations, clearly saw the strengths of the Institute as based in the formal teacher-learning experiences. The

major weakness identified was in the informal learning situations built into the program. In part, the recognized strength can be related to the over-all (1:4.5) academic faculty-learner participant ratio. Conversely, the felt weakness may be related to the 1:40 informal programing co-ordinator-learner participant ratio.

C. Staff

Institute Teaching staff consisted of 9 full-time faculty, 4 part-time teaching assistants, 1 informal seminar co-ordinator, and 1 assistant to the seminar co-ordinator. In addition a total of 18 resource persons plus a four-man human relations training team,were used to support an informal seminar. The informal seminar was designed to expand participant experience in, to develop positive attitudes toward, and to explore the teaching problems related to African and Afro-American studies.

Participant responses single out as most important their opportunity to interact with full-time faculty. The second most important resource was the human relations training team. Guest lecturers, particularly the seven resource persons having direct Afro-American or African community ties, were reported by participants as making valuable inputs.

This institute was placed within the regular University of Wisconsin Summer School sessions rather than arranged as an independently operating program. Such ties provided graduate credit for course enrollment and also made available on an exchange basis the total course offerings of the Summer sessions to the institute participants. This meant a net increase in courses available to particpants since the University of Wisconsin funded additional courses in the area beyond the instructors paid under Institute sponsorship.

D. Activities

The four major goals to be achieved through all Institute activities were: 1) the provision of content knowledge in specific disciplines studying African and Afro-American affairs, 2) greater participant acquaintance with supportive teaching resources available for use in a new course in the area (being introduced during the subsequent academic year), including bibliography, audio-visual materials, and consultants, 3) greater informal knowledge of Afro-American and African affairs to supplement participant confidence for teaching in this new area, and 4) informal interaction among the participants to discuss problems potentially encountered in teaching in this new area of African or Afro-American studies in their existent discipline.

From our own evaluation and from the questionnaires and comments of the participants it is clear that we were most effective in areas 1 and 2 and least effective in 4. Greater content knowledge was presented and absorbed because we had, we believe, excellent academic staff teaching the courses. This staff was both academically excellent and committed to the greater welfare of Afro-Americans and Africans. This resulted in fine classroom teaching, which participants could view from the perspective of learners and simultaneously consider as a teaching model for their own new courses. It also provided the basis for good informal consultation between participants and instructors.

The efforts spent in the months prior to the institute in search for relevant bibliography, audio-visual resources, and other teaching aids was a wise investment, for we were able to provide each participant with very specific material listings, addresses of further resources, and a demonstration library and film series in the area. The two bibliographical specialists from the U.W. Memorial Library spoke formally to the participants

and consulted privately with all those who desired to work further in the area of resources. Both persons are nationally recognized in the areas of Afro-American and African bibliography. Some participants may not have worked as diligently in this non-course area as we would have preferred, partially as a result of a very heavy schedule of activities. All presented to the collective body of participants a course outline in their area of specialization with topical outline and bibliography to be criticized and amended in group discussion. Each participant received copies of all other participants' outlines.

An adequate but not excellent effort was expended toward goal three - the achievement of greater informal knowledge about African and Afro-American affairs. The chief resources here were films and special speakers, many of whom were drawn from persons on campus. This was necessary given our limited budget in this area. As usual, there were mixed reactions to various speakers. Some participants, for instance, objected to the formal and dispassionate study of some problems (e.g. the Atlantic slave trade) and desired a more "activist" presentation of African and Afro-American affairs. This element was included in the speakers, but more attention is to be given to this area in the Summer 1971 Institute.

The weakest area of our activities was at the informal level. To be frank, we both underrated the importance of this area and gave too little administrative and staff time to accomplishing our goals here. Since we considered the prime goals to be "teacher re-training" in a specific disciplinary specialization concerning the two areas, we did not foresee the development of cleavages between participants, which surfaced from time to time, and what seemed to be inevitable racial tensions implacated on other problems of administration and difference of political persuasion. We clearly needed a highly skilled leader who was trained in group dynamics

to spend more time with participants. Our evening informal seminar leader did not have enough of these skills and was unable to defuse some of the petty bickering among participants. Furthermore, without enough of these skills there was little facilitation of informal discussion about the problems of teaching a new course in the area - a discussion which needed to occur among a group of teachers who, in most cases, had not taught in the area previously.

We believe the basic technique of spending most funds and energy on the interaction of instructors and participants is wise. Some deem it unfortunate that the instructors must be involved in teaching persons other than Institute participants while working with the Institute. We feel that there are hidden advantages in providing an undergraduate course in which participants are enrolled. First they have the opportunity to observe an excellent course being taught by a skilled professor, an opportunity not afforded in most graduate education for prospective teachers - even though we know that learning of teaching skills progresses better through observation of models than from analytical formulae. Second, participants in the Institute by observing such a course have the opportunity to cover remedial materials in the area without feeling embarrassed that they are "being dealt with remedially." We feel that this technique is of sufficient merit to be considered by others utilizing Summer Institutes for teacher re-training.

The length of the Institute seemed adequate. Less than an eight-week full summer session would not provide sufficient time to cover all the materials needed by a teacher about to offer a new course in an area with which he or she has little prior acquaintance. Some participants spoke of a shorter summer, but we feel that was motivated, in several instances, by a desire for a longer vacation and not by a proper evaluation of the time

required to prepare introducing a new area and course the following academic year.

There are clearly two major approaches to summer institute instruction and re-training of college and university teachers. One approach utilized by some other universities has been built around a limited number of full-time administrative staff, the elimination of all formal instruction of participants, and the maximization of outside speakers and experts on a range of topics either in Afro-American and African studies. All participants work together in all activities, which are not varied according to the discipline or particular interest of the individual participant.

The second approach which we have utilized instead maximizes participant specialization in African or Afro-American studies in the discipline in which that participant already is specialized. Each participant is assisted to "build his own program" of private and course study. This individual work then is supported by non-course evening seminars of speakers, films, and informal conversation among participants in order to provide the opportunity for more general knowledge.

The weakness of the first approach is that participants may never have the opportunity to work in depth with specialists in their own discipline or area of specialization. Its strength is that participants develop a broad and general knowledge of "Africa" or "Afro-American affairs."

The approach utilized in this Institute has the weakness of not maximizing the inputs of broad informal knowledge about these areas. Its strength is allowing specialization in depth by participants in both particular areas and disciplines.

Since our primary goal was to re-equip existing college and university teachers in an area in which they have not specialized previously,

we feel that the specialization in the area in which they will be teaching (i.e., in their particular academic discipline) is the most urgent priority in a brief eight-week period. If that teacher has not worked in depth in his own discipline in that time, he or she will not have the skills and content knowledge requisite to teaching a full course in their discipline during the following academic year. If our goal was more general "enrichment" of a teacher's background, or up-dating an existent specialization in African or Afro-American studies we would feel that another approach should be considered. Given the narrow goals of this Institute, we believe our basic methodology was correct and we have learned of ways and means to improve the informal aspects of the Institute for a better Institute in summer 1971.

IV. CONCLUSIONS

A. Impact on Host Institution

The major impact on the host institution was in terms of effects on the existing Afro-American Studies Department and the African Studies Program.

The Summer Institute had a visible impact on the newly created Afro-American Studies Department in helping to establish a sense of responsibility for the teacher-training needs of the Midwest on these long neglected subjects. The Institute also helped acquaint smaller colleges of the Midwest with teacher re-training opportunities and with Afro-American specialists and teaching materials such as our slide collection on Africa that may be of help as they develop their own courses on Africa and Afro-American subjects. The greatest impact on the African Studies Program was probably in helping to persuade the Program's members to respond to the need for a new service function. Since it was launched in 1961, the African

Studies Program has been involved exclusively with research and the teaching of graduate students. Most members have been either unaware of the need for special summer training of teachers or have felt this should have low priority. Several members of the African Studies Program were drawn into the Summer Institute in one capacity or another. As a result there now seems to be a greater awareness of the need for special training programs, such as the Summer Institute, as well as our traditional activities during the academic year.

B. Impact on Participants' Institutions

It is too early to obtain more than a preliminary impression of the impact of the Institute on participants' institutions, but it seems clear from preliminary feed-back that one result will be that several more courses on Afro-American and African subjects will be initiated during the current academic year at colleges and universities in the Midwest than would have been the case otherwise. In addition, the Institute clearly contributed to an upgrading of the teaching staff and course materials in courses already launched. In one or two instances, new courses were initiated by institute participants after receiving the announcement of the Institute and learning they could obtain the requisite re-training.

In addition to the immediate goal of introducing one new course in the curriculum of the institution of the participant, our long-term goal has been to train existent teachers who are likely to be the sources of initiative and planning in their colleges for whole new programs of African and Afro-American studies. Undoubtedly, this development requires more than one year to bear fruition. We hope to be able to comment on the results of this effort after this initial following year.

C. Major Weaknesses

Four areas of weakness have concerned us:

1. Informal Institute Seminars - This evening seminar clearly was the least successful of all Institute activities. We had hoped the evening seminar would not be another place of "formal learning" but the site of informal conversation about the problems of teaching new courses in these sensitive areas. In fact, the heavy load of evening films, outside speakers, discussions of resource materials and bibliographical sources; and announcements of events to come all combined to create too heavy an agenda to allow sufficient informal conversation between participants. Furthermore, it was too heavy a load for one seminar leader who attempted to cover both African and Afro-American areas adequately.

To correct this problem, we have proposed for the 1971 institute an additional seminar leader. This allows one specialist each in African and Afro-American affairs and will facilitate the separation of the seminar participants by area of specialization. On occasion the two (African and Afro-American) sub-groups can meet together on topics of common concern. Closer administrative supervision of seminar content by the administrators and instructors of the Institute also should aid in the construction of an evening program more closely attuned to the needs and goals of the Institute.

2. Informal Participant Interaction - More attention was required for facilitating informal conversation between participants. For this reason, we plan our next Institute to have informal seminar leaders with experience in human relations and encounter dynamics. Such a person could more easily move discussion from symbolic encounter without dialogue to meaningful discussion of the relevant issues. The presence of white college instructors in programs to re-train in African and Afro-American affairs is a sensitive issue in contemporary America. We need to deal with this issue more

forthrightly in the next Institute. Our goal will be to create in participants of the same area of academic interest a feeling of being a member in a team of persons committed to more relevant teaching in American higher education about an American minority and a continent which have been neglected for too long.

3. Administration - More attention is needed to administrative supervision of the informal seminar and informal activities by the Institute directors and their assisting executive committee. Specifically, we should have involved the teaching staff more directly in planning for the informal activities of the Institute. Correlatively, we should then have involved those instructors in more evening informal interaction with participants. This problem was created partially through the unexpected departure of one Institute co-director in the middle of the summer, about two-thirds way through the Institute. We hope to avoid a similar situation in 1971.

4. Short Planning Time - Due to the late (March) announcement of the Institute funding, we had insufficient time to recruit staff and plan adequately for the summer period - especially for the first time such an Institute was offered on this campus by the Afro-American Studies Department and the African Studies Program. Indeed, we were unsuccessful in finding an instructor to teach African society and Afro-American political science, key curricular areas, even though we contacted almost 30 persons who were qualified. Presumably, Congressional funding will not hamper the Institute similarly in 1971, and our experience of planning in 1970 will aid us in avoiding similar difficulties this year. Most of all, we shall then have adequate time to find skilled directors of the evening seminar, and these persons will have time adequate for high-quality planning and preparation.

D. Major Strengths

1. Instructional Staff - In spite of the late announcement date, we were able to assemble an instructional team of very high quality - a fact recogniced and suggested in participant evaluations. This was possible only because of the existent Afro-American and African studies programs on the campus. The quality of this instruction and consultation were our major goals in the Institute. We feel they were accomplished. A range of courses which provided participant choice and the possibility of working within the specialization of an existent discipline was offered. Good models of teaching were demonstrated, suggesting for participants both outlines of material, lecturing approaches, and specific content material.

2. Informal Consultation with Instructors - Beyond the classroom participants had ready and frequent access to the instructors for conversations about substantive issurs, methodologies, resource materials, guided reading, problems in new courses. The ratio of one instructor for each 4.5 participants was quite favorable. In addition, instructors reviewed course outlines which participants had prepared for the new course they were to teach during this current academic year. Written and verbal comments were given the participant both by the instructors and by their fellow members of the Institute during the informal evening seminar.

3. Sponsorship under the University of Wisconsin Graduate School - Placing the Institute under the Summer School and Graduate School aegis provided several advantages. Most important was the graduate credit given participants for their courses. Credit was sought by 60% of the participants to be used toward graduate degrees. This was especially important for the participants of Afro-American and an African heritage who in general were younger and without completed graduate training. Furthermore, the physical facilities, office services and staff, and research assistants provided by the University were essential to

the success of the Institute. For instance, through the African Studies Program funding, two graduate student research assistants worked throughout the preceding nine months to prepare files of bibliographical and audi-visual resources for the participants.

4. University Teaching Resources - The high quality of persons and resource materials available for participants was a strength - including a special publisher's library of new books and teaching materials available commercially, the extensive holding of the U.W. Memorial and Historical Society Libraries in both African and Afro-American studies; the presence for the whole summer of specialist librarian/bibliographers in both African and Afro-American studies; the extensive holdings of the Bureau of Audio-Visual Instruction of materials in the two areas which were available for individual participants to recieve personal review showings of films in which they particularly were interested; the existence of a number of prominent Africanists and Afro-Americanists of national repute who were not teaching for the summer but were available for consultation with individual participants and for lectures (without fee).

E. Program Development Plans

During the 1970-71 academic year the new Afro-American Studies Department is in full operation, providing an even increased number of specialist staff over those resident during the Institute. Plans have been made to expand the number of instructors in this department in spite of the reduced budget of the University and a hiring freese affecting other departments. This will allow a more complete offering of university training in the areas of Afro-American culture, history, and society (including politics, psychology, community action, education, law, etc.)

In the African Studies Program there is a continuing search for new personnel and new instructors have been added in the program in sociology and history during the current academic year.

Perhaps more important is a growing awareness in both African and Afro-American studies is the need to help assist instructors working in other institutions of higher education in the Midwest. This need can be met through holding summer Institutes on a regular basis, the creation of continuing programs to gather and disseminate teaching resources regularly to those in smaller institutions, and the offering of the instructional staff as lecturers and consultants on a low-cost or no fee basis to developing institutions.

Additional funds are being sought for various programs in this area, but the prognosis for new assistance is not good in the face of the general cut-backs being effected by the private foundations.

In summary, we feel that the Institute has been of signal importance both in assisting 40 college instructors to teach new courses and to introduce new programs in African and Afro-American studies and in re-orienting the two programs of the University of Wisconsin toward a more active role in meeting the critical absence in mid-America of knowledge about black Americans and African peoples.

APPENDIX A

LETTERS, APPLICATIONS

AND

OTHER MATERIALS

SENT TO

PARTICIPATING INSTITUTIONS

V. EVALUATION OF 1970 SUMMER INSTITUTE IN AFRO-AMERICAN AND AFRICAN STUDIES

The following is a summary of a) the characteristics of participants who attended the Institute held in Madison June-August, 1970, and b) their evaluation of various aspects of the Institute program, leadership and resources.

A. Summary of Characteristics of Institute Fellows

1. total number of full-time participants: 40

2. types of colleges represented:

a)	State University	11
b)	State College (four-year)	4
c)	Small Church-Related College	10
d)	Private or Church-Related University	8
e)	Community College	7

3. location of Colleges and Universities represented:

a)	Illinois	8
b)	Michigan	8
c)	Iowa	6
d)	Wisconsin	4
e)	Missouri	3
f)	Arkansas	2
g)	Indiana	2
h)	Ohio	2
i)	Minnesota	1
j)	Nebraska	1
k)	New Hampshire	1
l)	Oklahoma	1
m)	South Dakota	1

4. disciplinary specialization of participants:

a)	English	14
b)	History	12
c)	Social Science	4
d)	Political Science	4
e)	Economics	3
f)	Religion	1
g)	International Studies	1
h)	Counselor	1

5. prior highest degree of participants:

a)	Ph. D.	13	32.5%

b)	M.A.	25	62.5 %
c)	B.A.	2	5.0 %

6. names of Colleges represented:

a) Arkansas

1) Agricultural, Mechanical and Normal College
2) Southern State College

b) Illinois
1) Northern Illinois University
2) Bradley University
3) Barat College
4) MacMurray College
5) Western Illinois University
6) Monmouth College
7) Loop College

c) Indiana

1) University of Notre Dame
2) Indiana University at South Bend

d) Iowa

1) Luther College
2) Iowa Lakes Community College
3) Emmetsburg Community College
4) Drake University
5) Northern Iowa Community College

e) Michigan

1) University of Michigan - Flint College
2) Central Michigan University
3) Macomb County Community College
4) Calvin College
5) Alpena Community College
6) Albion College
7) Michigan State University

f) Minnesota

1) College of St. Scholastica

g) Missouri

1) St. Louis University
2) Park College
3) University of Missouri

h) Nebraska

1) Creighton University

i) New Hampshire

1) St. Anselm's College

j) Ohio

1) University of Dayton

k) Oklahoma

1) Oklahoma College of Liberal Arts

l) South Dakota

1) Augustana College

m) Wisconsin

1) State University at Oshkosh
2) State University at Whitewater

7. Fellows taking courses for full Graduate Credit or Audit Credit

Because no similar Institute had been held at the University of Wisconsin, Madison campus, the number of participants who would wish graduate credit for courses toward Ph.D. degrees in other universities was unknown. As noted previously, 62.5% of the fellows had an M.A. degree (highest degree), and, significantly, 60% of the participants were enrolled in courses for graduate credit. This seems to justify the decision to have kept the Institute within the regular University summer session aegis.

B. Evaluation of Aspects of 1970 Summer Institute

(based upon responses of 33 of the 40 participants)

1. Fellows were basically pleased with the Institute and felt they were able to realize their goals

"Please recall your initial statement of expectations. To what extent do you believe you actually have been able to achieve your goals?"

excellent	3%	
good	68%	
fair	31%	
poor	0%	
terrible	0%	(n=33)

Comments:

" The Institute has greatly increased my competence and my confidence in my ability to teach a course in the Economics of Black Americans. The two courses that I have taken have been excellent and will be very useful to me."

"The Institute has been most rewarding as concerns material learned, people encountered, and ideas expanded."

"Most enriching, interesting, enlightening, should have more."

"I don't know if my institution is going to consider one summer session sufficient enough to gain academic expertise in Afro-American studies for teaching purposes."

"On the whole, I have actually been opened to a whole world of material suitable for the courses I shall be teaching. The quality of the bibliographical and teaching resources is of high quality."

2. Fellows were convinced enough of the value of the Institute to recommend that it be continued during 1971.

"If funds are available to do so, do you feel that this University should sponsor another similar institute for college and university teachers during the summer of 1971?"

definitely yes	71%	
probably yes	25%	
no opinion	0%	
probably not	3%	
definitely not	0%	
	100%	(n=33)

3. Strengths of the Institute were the courses, library resources, teaching resources, living arrangements, consultation with instructors, and overall quality of the Institute.

Weaknesses of the Institute were the voluntary evening seminar, the films, and the group organization.

Per cent rating aspect good or excellent

1)	quality of library facilities	93%
2)	quality of courses you are taking	84%
3)	quality of living arrangements	78%
4)	quality of consultation with instructor	65%
5)	general level of organization of the institute	57%
6)	quality of films shown	31%
7)	quality of evening seminar	24%

Note: On the "overall rating of the quality of the institute", no one indicated that the institute was poor or terrible.

There was a general feeling that sufficient planning for informal group interaction was lacking. Clearly, another institute must make provision for more frequent entertaining of fellows at faculty homes, for a reception of fellows before the registration process begins, for a more non-directive seminar that involves fellows in planning much earlier than occured this year, for more structuring of mechanisms to encourage fellow involvement in small group, informal discussion.

Another major shortcoming was the evening seminar in bibliographical and teaching resources. Several factors combined to create unhappiness with this aspect of the Institute. First, there was too much evening activity for too long a period early in the Institute, and participants became

fatigued. Second, although their expression may be inevitable, certain racially-articulated expressions of tension occured. These might have been avoided with more attention to group-dynamics and informal interaction. Third, the cancellation of the secondary teacher institute by the Office of Education after the filing of the application for these funds cut in half the funds available for the evening seminar leadership. The result was that one person was necessarily responsible for both African and Afro-American studies evening seminars. (Originally, the plan called for one specialist in each area for each sub-group of fellows) Furthermore, the very late announcement of the grant both reduced the field of available personnel and and the amount of the grant available for adequate planning of the evening seminar. Finally, since the evening seminar was the only time and place at which fellows came together in one group, the long period for institute announcements, the necessary clarification of procedures to decimate the amount of time available for speakers and for the sort of substantive discussion all desired.

Several respondents also requested more "important name speakers" for the evening seminar than were obtained. Given the drastic reduction in budget available for the evening seminar due to the cancellation of the parallel secondary institute, local speakers were utilized instead of more expensive and famous "names." More budget would remedy this request.

4. Suggestions for Future Institutes:

Ranked by Fellows in descending order of importance

(Fellows were asked to indicate whether each following aspect should be emphasized

much more - 5
some more - 4
no change - 3
some less - 2
much less - 1 n=33

Aspect	% Wanting Much More	Mean Ranking
Outside speakers on Afro-American Society and Politics	41%	4.1
Number of Senior faculty available	39%	4.1
Outside speakers on Afro-American culture (dance, music, art)	30%	3.9
Outside speakers on African history	32%	4.1
Discussion of teaching African or Afro-American studies	29%	3.9
Speakers who are Africans	29%	4.1
Outside speakers on African culture	26%	4.1
Speakers who are Afro-Americans	25%	4.0
Outside speakers on Afro-American history	23%	3.9
Opportunity for interpersonal contact with fellow institute participants	22%	3.7
Bibliographical material	17%	3.5

Other aspects in descending order:

..separation from the U. W. summer school

..informal contact with faculty

.. non-directive evening sessions

..rationale for African & Afro-American studies

..opportunity for consultation with faculty

..opportunity for contact with librarians specialized in the area

..number of participants in the institute

..films shown during the institute

..preparation of course outlines

C. Reflections on the Nature of the 1970 Summer Institute

Although the institute is less than three-quarters completed at the time of this mid-stream evaluation, several

issues seem to be clear to the leadership.

1. Major attention should be given to revision of the Institute evening voluntary seminar in 1971.

   For the reasons given above, the seminar did not meet our expectations. We hope to remedy these shortcomings by a) more long term planning of the content of the seminar, b) several more important name speakers to come at the beginning of the institute, c) more attention to the separate group identity of the institute participants apart from other graduate and undergraduate students on the campus, d) separation of responsibility of section leaders for the African and Afro-American section, e) more non-directive sessions to allow more informality in those sessions, f) more fellow involvement in the planning of the content of those sessions after the third week of the seminar. To that point, programs will be planned (with the emphasis on the informal and non-directive except for name speakers). Afterwards, fellows will have a major say in direction and content.

   We do not feel that one major complaint of "overwork" is a weakness. More group recreation will be made available.

   We recognize that some of these shortcomings resulted from our "philosophy" in organizing the institute. Basically, that orientation was that we would seek to invite persons needing re-training to our campus. We would provide them with a)high quality courses and instructors as models, b) excellent library facilities, c) opportunity for consultation with bibliographical experts, and to view and review audio-visual and other teaching resources, d) opportunity for consultation with instructors in the fellow's discipline. We felt

that fellows would "build their own program," work at their own pace, and learn in interaction with others.

We have learned that fellows come seeking both a) more direction in their studies than we had anticipated, b) more informal group interaction, c) more structures to allow or create small group interaction, d) more cross-disciplinary contact, reading, planning and interest than is normal in our more specialized large campuses.

We have noted these findings in our evaluation and have taken steps to plan for summer 1971 in such a way as to remedy these shortcomings.

2. Our basic original decision to remain in contact with the University of Wisconsin Summer Session was correct.

In planning for the 1970 institute, a basic decision was made to attempt to maintain institute fellow identity as unique - but maintained within the aegis of the summer session timetable. In retrospect we feel this was a correct decision because:

a) 60% of the participants wanted graduate credit for their course work toward advanced degrees elsewhere

b) the institute would have been charged for use of offices, office machines, audio-visuals, classrooms, etc., if the institute had been outside the summer session

c) the teaching budget was grossly insufficient to staff the institute course needs without supplement from the University of Wisconsin Summer Session budget which hired several additional instructors. The budget shortage had resulted from the unexpected cancellation

of the secondary teacher training grant of the Office of Education after the submission of the college teacher proposal for one-half of the teaching budget.

Afro-American Studies Department
African Studies Program

THE UNIVERSITY OF WISCONSIN

TELEPHONE 263-1642

Afro-American and African Studies Summer Institute
Room 5552 – Humanities Building
455 North Park Street
Madison, Wisconsin 53706

October 29, 1970

Dear Participant:

A couple of months have passed since the 1970 Afro-American and African Studies Summer Institute. Now that you are again involved in teaching at your own institution, it occurs to us that you may have some additional reflections on how we might be able to further assist you in your teaching activities growing out of the Summer Institute.

As you are able to identify your needs, feel free to contact us. In addition to providing materials and/or consultation through the mail, we would be happy to discuss by phone any problems you have. In addition if you feel the need to come to Madison we will be glad to help you arrange conferences with relevant specialists.

The Afro-American Studies Department (Professor Charles Anderson, Chairman) is now in full operation and has added specialists in the following fields in addition to those being covered while you were on campus: Afro-American personality, prejudice and discrimination, minority employment and American labor, Afro-American family, strategies in community involvement, black nationalism, and ecological issues relating to black America. The address of the Afro-American Studies Department is 5552 Humanities, University of Wisconsin, Madison, Wis. 53706. The phone number is (608) 263-1642.

In African Studies we have added specialists in the following fields not covered during the summer: South African literature, Xhosa, North African nationalism, stratification and society in North Africa, black Americans and Ethiopia, liberation movements in Botswana, Botswana history, and criminology and social disorganization in Uganda. For discussion of matters related to African languages or literature, you should contact the Department of African Languages and Literature (Professor Neil Skinner, Chairman) at 1450 Van Hise, University of Wisconsin, Madison, Wisconsin 53706 (phone 608-262-2487). For other topics in African studies contact

the African Studies Program (Marvin Miracle, Chairman) at 1452 Van Hise, University of Wisconsin, Madison, Wisconsin 53706 (phone 608-262-2380).

For library and bibliographical problems, the Afro-American Studies bibliographer is Professor Erwin Welsch, Memorial Library, University of Wisconsin, Madison, Wisconsin 53706 (phone 608-262-3195). The African Studies bibliographer is Professor Michael Briggs, Memorial Library, University of Wisconsin, Madison, Wisconsin 53706 (phone 608-262-6397).

We hope in retrospect that you feel your summer with us was valuable for your preparation. We look forward to hearing about your new course(s) in Afro-American or African studies and any suggestions concerning how we may be of more assistance to you and to future Institute participants.

Sincerely yours,

Curt Gear,
Assistant Director

Marvin Miracle,
Co-Director

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HOUSING: Participants will be expected to pay for their room and board with a portion of the $600 stipend and additional dependency allowances. Single persons and married couples without children may live in the very comfortable University dormitories on the shore of Lake Mendota. Anyone not wishing to live in University housing and persons with children accompanying them will be assisted to find local private housing (mostly apartments) through the University Housing Office. Further information will be provided for each participant after notification of acceptance.

SPONSORSHIP: The Institute is sponsored by the University of Wisconsin Afro-American Studies Department Committee and the African Studies Program in cooperation with the Afro-American Center. Funds for the institute have been provided by a grant from the U.S. Office of Education, Bureau of Higher Education, Division of College Support.

APPLICATION AND ACCEPTANCE: Candidates who meet all criteria may be accepted for institute membership before the April 20 deadline of application. All applicants will be notified of their acceptance, acceptance as alternates, or rejection by April 28. Persons who are not accepted as participants may enroll in the same courses of study by enrolling in the regular U.W. Summer Session program and personally paying all tuition and fee costs. Such persons will be given access to the special seminars, films, and bibliographical facilities provided for other participants.

CREDITS: All participants will be enrolled as "Special Summer Session" students in the University of Wisconsin Summer Session. Those wishing to transfer graduate credit to other universities may take a full academic course load -- normally six credits. (A maximum of eight credits is allowed without special permission from the Dean.) Those who have completed their graduate education or who do not wish to take the courses for credit may register for an "audit" status in the courses.

THE UNIVERSITY OF WISCONSIN
AFRO-AMERICAN STUDIES DEPARTMENT
AFRICAN STUDIES PROGRAM

455 N. PARK ST., ROOM 5552
MADISON, WISCONSIN 53706
TELEPHONE 263-1642

March 20, 1970

TO: Deans, Department Chairmen, Applicants

This announcement of the Wisconsin Summer Institute in Afro-American and African Studies is arriving very late due to the delay in Congressional appropriation of funds for the Office of Education.

Thus, we hope you will give it immediate attention to see that members of your faculty for the 1970-71 academic year are apprised of this opportunity. We have designed the institute in responseto the needs and requests of faculty and administrators in colleges and the universities of the Midwest who desire to offer new courses in these two areas where student demand is high and faculty supply of expertise is low.

Please forward the enclosed application forms to us at once in order to insure that your professors have the opportunity to participate.

Sincerely yours,

Nolan Penn, Chairman
Afro-American Studies Dept. Comm.

Marvin Miracle, Chairman
African Studies Program

INSTITUTE INFORMATION

ELIGIBILITY: Any person who shall be enrolled on the instructional faculty of an institution of higher education during the 1970-71 academic year is eligible to apply. Preference will be given to those candidates 1) who will be teaching courses in either African or Afro-American studies during the 1970-71 academic year, 2) who are designing new courses in these target areas, 3) who have not had prior training in these fields, 4) whose training will facilitate the establishment of new courses in their college or university in these areas, and 5) who have the approval and support of the sponsoring college or university. Persons who do not meet these criteria should apply since the lateness of this announcement may limit the number of applicants meeting all priorities.

17 EMPLOYMENT RECORD--LIST YOUR PLACES OF EMPLOYMENT IN TEACHING, EDUCATIONAL ADMINISTRATION OR OTHER RELATED WORK DURING THE LAST 5 YEARS. (START WITH YOUR PRESENT OR LAST POSITION AND WORK BACK.)

DATES	NAME AND ADDRESS OF EMPLOYER	NATURE OF YOUR DUTIES

18 LIST ANY ADDITIONAL SIGNIFICANT PROFESSIONAL OR ACADEMIC EXPERIENCES YOU HAVE HAD THAT RELATE TO THIS TRAINING PROGRAM. INCLUDE INSTITUTES, WORKSHOPS, SEMINARS, CONFERENCES, ETC.

NATURE OF PROGRAM	SPONSORING INSTITUTION (OR AGENCY)	DATE

19 GIVE NAME, ADDRESS, AND TITLE OF YOUR IMMEDIATE SUPERVISOR, DEPARTMENT CHAIRMAN, DEAN OR OTHER OFFICIAL

NAME

TITLE

ADDRESS

20 I PLAN TO APPLY THE BENEFITS DERIVED FROM THIS PROGRAM TO MY LONG-RANGE PROFESSIONAL CAREER PLANS IN HIGHER EDUCATION AS FOLLOWS:

21 WILL LIVE IN THE INSTITUTION'S HOUSING FACILITIES IF AVAILABLE: ☐ YES ☐ NO | WITH MY SPOUSE: ☐ YES ☐ NO

AND CHILDREN: ☐ YES ☐ NO (IF CHILDREN WILL ACCOMPANY YOU, COMPLETE THE FOLLOWING)

NAME OF CHILD	AGE	SEX

HOUSING ARRANGEMENTS YOU PREFER

SIGNATURE

DATE

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED.
BUDGET BUREAU NO. 51-R0717

1970-71

DIRECTOR'S USE ONLY
APPLICANT STATUS
☐ SELECTED AS PARTICIPANT
☐ SELECTED AS ALTERNATE
☐ NOT SELECTED AS PARTICIPANT OR ALTERNATE

APPLICATION FOR ADMISSION TO AN INSTITUTE OR SHORT-TERM TRAINING PROGRAM OR SPECIAL PROJECT (TITLE V-E, P.L. 90-35, EPDA)

INSTRUCTIONS: PLEASE COMPLETE ALL ITEMS CAREFULLY AND RETURN TO THE DIRECTOR OF THE TRAINING PROGRAM. THE SPACES PROVIDED ARE NORMALLY SUFFICIENT. HOWEVER, IF SPACE IS INADEQUATE FOR ANY OF THE ITEMS, BEGIN ON THE FORM AND USING CORRESPONDING NUMBERS CONTINUE ON AN ADDITIONAL SHEET(S) AND ATTACH TO THIS FORM.

1 NAME AND ADDRESS OF INSTITUTION TO WHICH YOU ARE APPLYING (CITY, STATE, AND ZIP CODE)

2 NAME OF PROGRAM

DURATION (FROM) (MONTH, DAY, YEAR) | (TO) (MONTH, DAY, YEAR) | NUMBER OF WEEKS FULL-TIME* | PART-TIME

3 NAME OF APPLICANT (LAST) (FIRST) (MIDDLE INITIAL)

4 SOCIAL SECURITY NUMBER

5 DATE OF BIRTH (MONTH, DAY, YEAR)

6 SEX ☐ MALE ☐ FEMALE

7 MARITAL STATUS ☐ MARRIED ☐ SINGLE

8 PERMANENT ADDRESS (STREET, CITY, STATE, AND ZIP CODE)

9 CURRENT ADDRESS (STREET, CITY, STATE, AND ZIP CODE)

10 HOME TELEPHONE: AREA CODE NO.

OFFICE TELEPHONE: AREA CODE NO.

11 I AM NOW (☐ SERVING IN; ☐ PREPARING TO SERVE IN) AN INSTITUTION OF HIGHER EDUCATION

12 NAME AND ADDRESS (CITY, STATE, AND ZIP CODE) OF INSTITUTION (OR BUSINESS AGENCY OR OTHER ORGANIZATION) WHERE YOU ARE NOW ☐ EMPLOYED OR ☐ ATTENDING

TITLE OF PRESENT POSITION

THE ABOVE-NAMED INSTITUTION IS ☐ OTHER (SPECIFY)
☐ PUBLIC ☐ PRIVATE ☐ 2-YEAR ☐ 4-YEAR

13 NAME AND ADDRESS (CITY, STATE, AND ZIP CODE) OF INSTITUTION WHERE YOU EXPECT TO BE EMPLOYED IMMEDIATELY AFTER THE PROPOSED TRAINING PROGRAM

TITLE OF POSITION YOU WILL HOLD

THE ABOVE-NAMED INSTITUTION IS ☐ OTHER (SPECIFY)
☐ PUBLIC ☐ PRIVATE ☐ 2-YEAR ☐ 4-YEAR

14 IF ACCEPTED FOR THE PROGRAM, DO YOU PLAN TO WORK FOR A DEGREE? ☐ YES ☐ NO
IF "YES" SPECIFY TITLE OF DEGREE:

15 COLLEGES AND UNIVERSITIES YOU HAVE ATTENDED

NAME OF INSTITUTION	DEGREE AWARDED	MAJOR	MINOR	DATES ATTENDED FROM	TO

16 SUMMARIZE YOUR YEARS OF EXPERIENCE IN TEACHING, EDUCATIONAL ADMINISTRATION OR OTHER RELATED WORK

SUBJECTS OR ASSIGNMENTS	LEVEL	YEARS OF EXPERIENCE	SUBJECT OR ASSIGNMENTS	LEVEL	YEARS OF EXPERIENCE

OE 1186, 12-68

*A "FULL-TIME" WEEK IS 5 CONSECUTIVE FULL DAYS OF WORKLOAD.

THE UNIVERSITY OF WISCONSIN
AFRO-AMERICAN STUDIES DEPARTMENT
AFRICAN STUDIES PROGRAM

455 N. PARK ST., ROOM 5552
MADISON, WISCONSIN 53706
TELEPHONE 263-1642

YOUR NAME _____

COLLEGE OR UNIVERSITY _____

SUPPLEMENTARY APPLICATION FORM

1. What courses or learning experiences have you had previously in African or Afro-American Studies?

2. What courses have you taught which are related to or within these two areas?

3. What plans do you have to offer new courses in either African or Afro-American Studies? Indicate if these plans have been approved by your college or university and when such courses would be offered?

4. In what ways would your participation in the summer institute lead to the furtherance of the study of Africa or Afro-American society in your home institution?

5. What courses or areas do you normally teach?

THE UNIVERSITY OF WISCONSIN
AFRO-AMERICAN STUDIES DEPARTMENT
AFRICAN STUDIES PROGRAM

455 N. PARK ST., ROOM 5552
MADISON, WISCONSIN 53706
TELEPHONE 263-1642

6. Indicate which of the following courses you would wish to enroll in the summer institute. Indicate your first choice with a number 1, your second choice with a number 2, etc. for all courses you are willing to study.

AFRO-AMERICAN STUDIES	AFRICAN STUDIES
____Afro-American History	____African History
____Afro-American Politics	____African Politics
____Contemporary Afro-American Society	____Economics of Development in Africa
____Economics of Black America	____Comparative African Social Structure
____Black Literature in Modern America	____African Geography
____Caribbean Literature in English	____Problems in Southern Africa

____America and Africa: An Experience in Literature

* * * * * * * * * * * *

When Completed Return:
1. This Sheet
2. White HEW "Application for Admission"
3. Green Application for Stipend

To: Afro-American and African Institute
Room 5552 Humanities Building
455 North Park Street
Madison, Wisconsin 53706

DEADLINE: April 20, 1970

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

APPLICATION FOR A STIPEND

(Parts C, D, E, or F, The Education Professions Development Act)

FORM APPROVED
BUDGET BUREAU NO. 51-R0591

Individuals who attend training programs under the provisions of Parts C, D, E, or F of the Education Professions Development Act are eligible in most cases to receive stipends, plus dependency allowances, for the period of attendance. Specific information on applicable stipend rates and dependency allowances will be furnished to you by the Director of the Program to which you apply.

Please type or print in ink and return this form to the Program Director, NOT to the U.S. Office of Education.

YOUR NAME *(First, Middle initial, Last)*	YOUR PERMANENT OR HOME ADDRESS *(Number, Street, City, State, ZIP Code)*

NAME OF INSTITUTION OR AGENCY TO WHICH YOU ARE APPLYING	TITLE OF TRAINING PROGRAM	DATES OF TRAINING	
		FROM	TO

DEPENDENCY ALLOWANCES

INSTRUCTIONS: For the purposes of dependency allowances, a "dependent" means an individual who receives more than one-half of his or her support from the participant for the calendar year in which the school year begins, and who is (a) the spouse of the participant, or (b) one who could be claimed by the participant as a dependent for Federal income tax purposes.

EXCEPTIONS: You may NOT claim an allowance for any person who is either receiving funds, or who is claimed as a dependent of another person who is receiving funds, from this or any other program of Federal educational assistance, unless such funds are received as a loan or in connection with a program of work-study.

OBLIGATION TO REPORT CHANGES IN DEPENDENCY ALLOWANCES: Any change which occurs *(prior to completion of the training project)* in the number of dependency allowances which you are claiming in this application, must be reported to the Program Director for an appropriate adjustment.

CERTIFICATION OF CLAIM

IN ACCORDANCE WITH THE FOREGOING INSTRUCTIONS *(Check the one which applies)*

☐ I CLAIM NO DEPENDENTS

☐ I CLAIM THE FOLLOWING DEPENDENTS

NAME OF DEPENDENT	AGE	RELATIONSHIP	NAME OF DEPENDENT	AGE	RELATIONSHIP
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

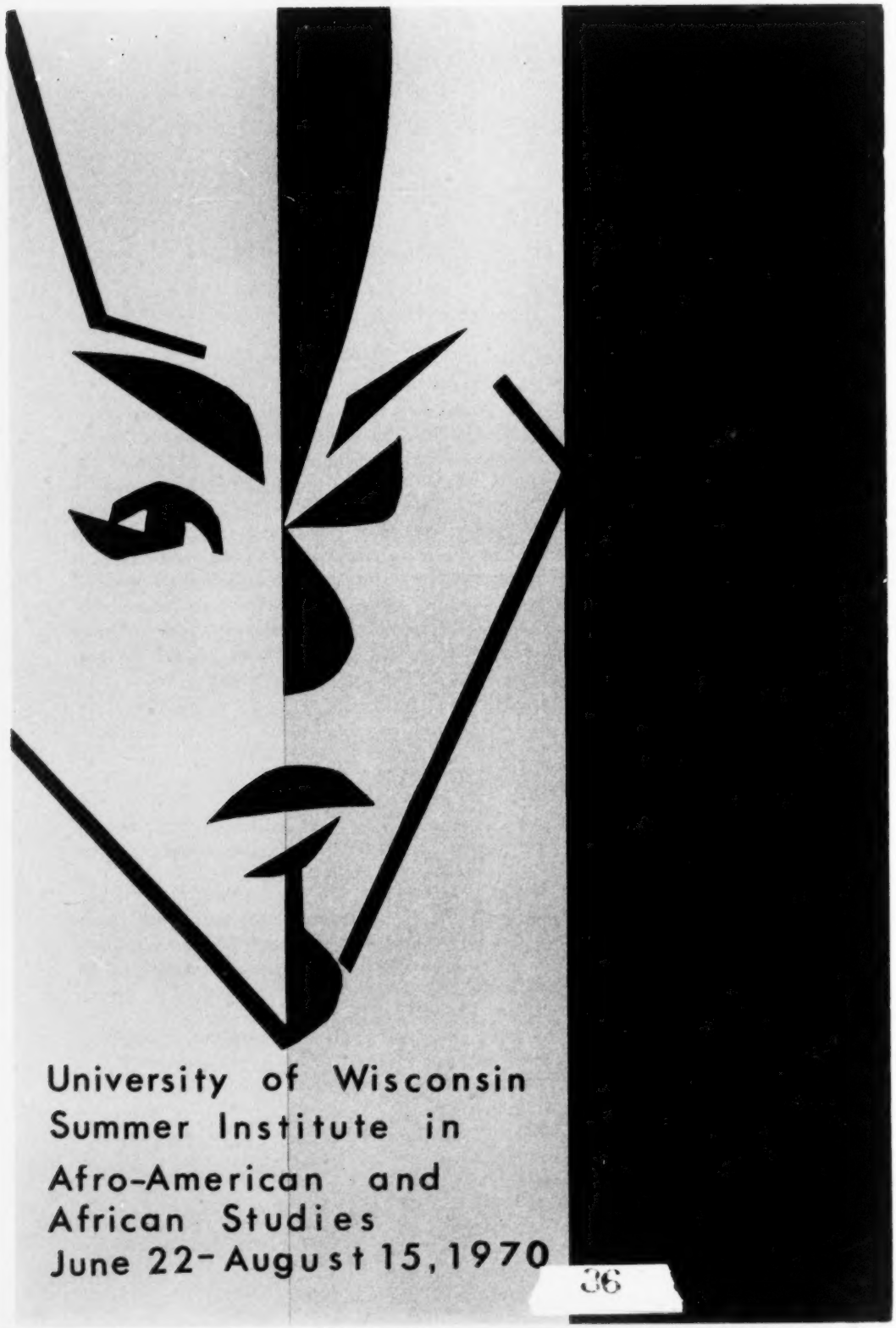
I CERTIFY, under penalty of law, that I have claimed dependency allowances in accordance with the instructions on this form, that the information provided by me is true and complete to the best of my knowledge and belief, and that I understand my obligation to report any change in the number of dependency allowances claimed herein.

SIGNATURE OF APPLICANT	DATE

APPROVED:

SIGNATURE OF PROGRAM DIRECTOR	DATE

OE FORM 7213, 1/70 REPLACES OE FORM 7213, 1/69, WHICH IS OBSOLETE GPO : 1970 O - 374-524



University of Wisconsin
Summer Institute in
Afro-American and
African Studies
June 22- August 15, 1970

THE UNIVERSITY OF WISCONSIN

SUMMER INSTITUTE

in

AFRO-AMERICAN AND AFRICAN STUDIES

June 22 – August 15, 1970

The Departments of Afro-American Studies and African Studies are offering a summer institute to provide basic training in Afro-American and African Studies over a two-year summer period for teachers in the smaller colleges and universities of the Midwest. The provision of training for knowledge in these specialized areas is important immediately to meet the severe shortage of college and university teachers in these two related areas during a period in which the demand for such courses is very small. The long-range need for such assistance is evident as measured by the ignorance and misinformation of most Americans concerning the society, history and culture of black Americans and of Africa. This ignorance must be met with massive efforts to provide more information and competent instruction if United States citizens are to have the understandings required to bridge the division between the races to which the National Advisory Commission on Civil Disorders has pointed.

Financial Support of Participants

Forty applicants will be selected to receive the following assistance: $600 stipend, dependents allowance @ $120 per dependent, $100 book allowance, pre-payment of health insurance, Wisconsin Union fees, and remission of all tuition costs.

Each participant will be expected to pay his room and board costs from these grants. Room and board for the summer session at Madison ranges from $105 total for single occupancy of a double room without meals to $260 for room including a 20 meal per week contract. Deadline for application: ~~April 20,~~ MAY 4.

Note: Registration card enclosed with this announcement. This card is to be completed by the Dean of the respective college or university. It is to indicate the number of faculty members planning to apply for admission to the institute. All registration cards are to be postmarked by March 31 and sent to:

Afro-American and African Institute
Room 5552 – Humanities Building
455 North Park Street
Madison, Wisconsin 53706

In selecting individuals for participation and otherwise in the administration of this program, the University of Wisconsin Summer Institute in Afro-American and African Studies for college teachers will not discriminate on the grounds of the race, creed, color or national origin of any applicant or participant.

Selection of Participants

Participants will be selected by the needs of their sending institution and the promise of curriculum additions or the participant teaching in the study areas when the participant returns.

Course Procedures

The forty participants will take a full load in African and/or Afro-American studies courses in or related to the participant's major discipline in a program staffed with instructors from the University of Wisconsin Afro-American Studies Department and African Studies Program plus additional outside experts. Participants will participate in courses of lectures and directed readings relevant to their particular interests and specialization. A librarian specialized in these two areas and a specialist on instruction materials will conduct seminars and will be available for consultation. Guest lecturers, literature displays and a series of relevant films will supplement the courses. Courses may be taken for graduate credit if arranged in advance.

Course Offerings

Afro-American Studies

Afro-American History
Afro-American Politics
Contemporary Afro-American Society
Economics of Black America
Black Literature in Modern America
Caribbean Literature in English

African Studies

African History
African Politics
Economic Problems in Africa
African Geography
Comparative Social Structure in Africa
Problems in Southern Africa

Integrated Afro-American and African Studies

America and Africa – An Experience in Literature
Seminar in Bibliography and Teaching Resources
(non-credit, required)

Faculty and Administration

Dr. Nolan Penn, Co-Director, Afro-American Studies
Dr. Marvin P. Miracle, Co-Director, African Studies
Associate Professor of Agricultural Economics
Dr. Joel Roache, Instructor of Black Literature,
Assistant Professor of English
Dr. O. Ronald Dathorne, Instructor of Black Literature
(African, Caribbean, and Afro-American)
Dr. Dennis Dresang, Instructor of African Studies, researcher in Zambia, Assistant Professor of Political Science
Dr. Michael J. Briggs, Africana Bibliographer
Mr. Samuel Onakomaiya, Instructor of African Studies and Geography, from Nigeria

Note: Please have the faculty members who are interested in applying for the institute complete the enclosed application.

Write to the Afro-American and African Studies Institute if more forms are needed.

The Artist:
Freida High
Native of Chicago, Illinois
Miss High is a candidate for an MA degree in Graphics and Painting at the University of Wisconsin.

Afro-American Studies Department

African Studies Program

THE UNIVERSITY OF WISCONSIN

TELEPHONE 263-1642

Afro-American and African Studies Summer Institute

Room 5552 – Humanities Building
455 North Park Street
Madison, Wisconsin 53706

Gentlemen:

During the 1970 Summer Session of the University of Wisconsin a special Institute in African and Afro-American Studies will be held for a large number of college teachers in the institutions of higher education in the Midwest.

All participants are to be introduced to the literature which is available from various publishers for introducing new courses in their colleges and universities in these two new high demand areas. Each participant will be given a $100 book stipend for ordering a beginning personal library in his area of study. Participants are being selected on the basis of their university guarantee that new courses will be introduced in their curricula in the following two semesters.

It would be to our mutual benefit to have on display here your paperbacks, texts, and reference works in both African and Afro-American Studies. If you can send us a single copy of each of your works in these areas, we shall be happy both to publically acknowledge your contribution to the display library room and to distribute any brochures or catalogues you wish to supply of your books in these areas of study.

If it is possible for you to send such a selection, we would be pleased to hear from you. All mailings should be sent to the above address.

We are looking forward to hearing from you.

Sincerely yours,

David Wiley

David Wiley
Acting Director
Summer Institute in
African and Afro-American Studies

DW:gp

Afro-American Studies Department

African Studies Program

THE UNIVERSITY OF WISCONSIN

TELEPHONE 263-1642

Afro-American and African Studies Summer Institute

Room 5552 – Humanities Building
455 North Park Street
Madison, Wisconsin 53706

April 9, 1970

TO: APPLICANTS FOR SUMMER INSTITUTE IN AFRO-AMERICAN AND AFRICAN STUDIES

FROM: Dr. Marvin Miracle, Chairman, African Studies Program
Dr. Nolan Penn, Chairman, Afro-American Studies Dept. Comm.

Enclosed you will find information about our Summer Institute about which you wrote. We hope you will find here the kind of training program that will be helpful to you in your preparation to teach in these crucial areas.

There are limitations on our use of the U.S. Office of Education funds about which you should know.

The stipend grants are limited to persons who will be teaching in a college or university during the 1970-71 academic year, which includes two-year community colleges, junior colleges, and other post-secondary institutions of higher education. We had hoped to offer a secondary teacher institute with stipends, but that program was eliminated in the cuts last Fall in the Office of Education budget. Nevertheless, even though we cannot offer a stipend to secondary teachers, any person is welcome to enroll at his or her own expense in the regular Summer Session of the University of Wisconsin. All of the Institute courses in both Afro-American and African Studies will be open to students enrolled in the Summer Session even though they are not "members of the Institute". We also shall attempt to include all such persons in the informal programs of lectures, films, and teaching resource presentations during the Institute.

We look forward to receiving your application.

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Afro-American Studies Department

African Studies Program

THE UNIVERSITY OF WISCONSIN

TELEPHONE 263-1642

Afro-American and African Studies Summer Institute

Room 5552 – Humanities Building
455 North Park Street
Madison, Wisconsin 53706

May 8, 1970

Dear

The Afro-American and African Studies Summer Institute review committee has considered your application. As a result of budget limitations we find that it is impossible to offer stipends to all applicants. However, after giving special consideration to your application, we would encourage you to register in the regular Summer Session of the University of Wisconsin. All of the Institute courses in both Afro-American and African Studies will be open to students enrolled in the Summer Session even though they have not received a stipend. We also shall attempt to include all such persons in the informal programs of lectures, films and teaching resource presentations.

Enclosed you will find a 1970 Summer Session registration form with instructions to return the form to the Afro-American Studies Department, 5552-Humanities Bldg., 455 N. Park Street, Madison, Wisconsin 53706. If you plan to enroll, please return the completed form at your earliest convenience.

Also enclosed you will find information regarding possible housing for the Summer Session. To finalize U.W. dormitory housing, please complete the enclosed application and return it at your earliest convenience. In addition we are enclosing a list of possible off campus housing. You will need to make your own direct arrangements for off campus housing. While we are unable to assure you the type of housing you have requested, we will assist you in every possible way.

Sincerely yours,

Nolan E. Penn, Chairman
Afro-American Studies Dept.

Marvin Miracle, Chairman
African Studies Dept.

NEP/MM:ge

Enclosures

Afro-American Studies Department

African Studies Program

THE UNIVERSITY OF WISCONSIN

TELEPHONE 263-1642

Afro-American and African Studies Summer Institute

Room 5552 – Humanities Building
455 North Park Street
Madison, Wisconsin 53706

Dear Applicant for the Summer Institute in Afro-American and African Studies:

Thank you for your application to become a participant in the Summer Institute. We shall be processing your application shortly. The decision of the Stipend Award Committee on your application will be sent as soon as possible and no later than May 11th.

We hope to make the program available to as many people as possible since the resources are in such a crucial area of studies. Therefore, we are opening the Institute to additional applicants who can attend at their own expense or with the financial support of their college or university.

We hope you will be a recipient of a full stipend and dependency allowance. If that is not the case, as it necessarily will be for some applicants, we remind you that it will be possible to attend the courses of the Institute and to take advantage of the lectures, films, and informal seminars even if you are not admitted to the stipend program. This will be possible by your enrolling in the regular University of Wisconsin Summer Session and paying the normal tuition and fees. At the time of announcement of the Stipend Award Committee decision on your application, we shall enclose further information on this procedure for all alternates and unsuccessful applicants.

We sincerely hope you receive a stipend and that we will have you with us during the Summer Institute.

Thank you.

Sincerely yours,

Nolan Penn, Chairman
Afro-American Studies Dept. Comm.

Marvin Miracle, Chairman
African Studies Program

THE UNIVERSITY OF WISCONSIN

Afro-American Studies Department

Room 5552 Humanities Building
455 North Park Street
Madison, Wisconsin 53706
Telephone: (608) 263-1642
or
263-1685

June 1, 1970

Dear

Your application for the Afro-American and African Studies Summer Institute has been submitted to our Summer Sessions Office. You may expect within a short time, to receive a permit to register for the specific courses in which you wish to enroll. Bring this permit with you. Registration will occur on June 22, 9:00-12:00 in the morning and 1:00-3:30 in the afternoon and will be located in the Music Faculty Lounge, 5th Floor, Humanities Building.

Enclosed for your review is a copy of the Institute course listings. Also enclosed for your information is a schedule of the Bibliography and Resources Seminar.

If you are planning to live in University Housing you may expect to receive notice from our housing office on your unit assignment. We have arranged for Institute participants to reside in the same dormitory complex. The Bibliography and Resources Seminar will all be located in this area. We hope that these arrangements will provide opportunity for on going interaction with other participants when you like.

For those of you who are arranging housing off-campus, please do not hesitate to let us know if we can assist you in any way.

Very truly yours,

Curt Gear
Assistant Director

CG:em

Enclosures

THE UNIVERSITY OF WISCONSIN

Afro-American Studies Department

Room 5552 Humanities Building
455 North Park Street
Madison, Wisconsin 53706
Telephone: (608) 263-1642
or
263-1685

NOTE TO INSTITUTE PARTICIPANTS ON COURSES AND CREDITS

Institute participants are expected to enroll in and to attend all sessions of two Institute courses and the "Seminar in Bibliography and Teaching Resources". Enrollment in the two courses may be either for full credit or for audit credit. Participants who enroll for audit credit are regularly enrolled in that course.

Courses taken for full credit may be transferred to graduate programs in other universities with the approval of that university. Most universities will not give credit for courses taken for audit credit, and the University of Wisconsin cannot change audit credit to full credit at a later date. Thus participants who may ever wish to have credit for the course(s) definitely should register for full credit at the time of course registration.

SUMMER INSTITUTE COURSES IN AFRO-AMERICAN AND AFRICAN STUDIES

COURSE DESCRIPTIONS

(Times of course meeting may be altered after first session)

I. AFRO-AMERICAN STUDIES COURSES

Afro-American History 631(106-631-5): 3 cr., 8:30 A.M., MTWRF Mr. Uya

Key topics in Afro-American History from African beginnings to the present day. Focus on slave trade and slavery, the nature of ante-bellum Black communities, social, economic and political trends within the Black community since emancipation.

The course is designed to examine, not race relations, but the historical evolution of the Black community in present day United States. Although it is realized that the Black community has been and is still influenced by the larger community, the course will assume such influences as given, and will seek to explore the political, social and economic dynamics of the Black community in historical perspective. Particular emphasis will be placed on the changing political behavior of that community and an attempt will be made to relate this to the changing status of Black people the world over.

Contemporary Afro-American Society 651(106-651-3): 3 cr., 9:30 A.M. - 11:30 A.M., TR Mr. Edwards

Tentative description: The characteristics and problems of Afro-Americans in contemporary American society: characteristics and trends of Afro-American population; social structure of Afro-American communities; prejudice and discrimination in American society; Afro-American economic, political, religious, familial, and educational institutions; Afro-American goals, leadership, and strategies for change. One text: Chase and Collier, Justice Denied.

American and African Literature 462(106-462-5): 3 cr., 1:30 P.M., MTWRF Mr. Dathorne

The literary relationship between two continents and the restructuring of language, mutual themes, the concept of Africa from without. Readings will include Africa as seen through eyes of American Blacks, Dilemma of a Ghost (Aidoo); The Interpreters (Sayimka); America, Their America (Clark); Equiano's Travels (Edwards, ed.).

Caribbean Literature in English 463(106-463-3): 3 cr., 2:30 P.M., MTWRF Mr. Dathorne

An assessment of the achievement of writers in English; an evaluation of their method and a consideration of the themes. Reading will include some of the following: Race and Color in Caribbean Literature (Coulthard); Introduction to African Literature (Beier): Caribbean verse (Dathorne).

Black Literature in Modern American 636(350-636-6): 3 cr., 10:30 MTWRF
Mr. Roache

To enroll in this course, you must obtain consent of the instructor, Mr. Roache in Room 313 Bascom Hall.

The study of leading Afro-American writers including DuBois, Toomer, Wright, Ellison, Malcolm X, and Cleaver.

Economics of Black America (Economics 684) Mr. Bowman

Each student will be expected to write a research paper and present it orally to the class. The students will decide whether there are to be any tests. It is my desire to run the course as a seminar and therefore, not engage in too much lecturing.

Following an Introduction dealing with Where we are now? Is it really time for "benign neglect"?, the course will deal with A Selective Economic History of Black America, Economic Theories of Discrimination, Poverty and Discrimination: An Overview, Labor Markets and Discrimination, Education, Black Professionals and Self-Employed, Economics of the Urban Ghetto, and Proposed Solutions.

Independent Reading 699(106-699-2):1-3 cr. Staff

Guided reading in a topic of especial interest to the student. Arranged with individual instructors of the Afro-American Studies Dept.: Messrs. Uya, Edwards, Dathorne.

II. AFRICAN STUDIES COURSES

Economic Problems in Africa 475(296-475-7): 3 cr., 9:30 MTWRF Mrs. Seidman

Resource endowments and economic organization of the African continent south of the Sahara; the production and distribution patterns that have developed to date; the experience of and prospects for economic progress; the social and political terms of reference for development policy.

History of Africa 461(448-461-4): 3 cr., 10:30 MTWRF Mr. Ogedengbe

The focus in this survey course on the early history of the African peoples is on Sub-Saharan developments. However, a sense of the unity of the entire continent is maintained throughout the course through regular emphasis on commercial, cultural, and political contact with all areas North of the Sahara.

The entire course strongly emphasizes the cultural and technical inter-dependence between peoples and areas and in particular the role of commercial relations in the early development of African societies. The course is basically lecture oriented, but students are encouraged to raise issues for discussion at any stage.

African Politics (Political Science 660)(778-660-1): 3 cr., 11:30 MTWRF
Mr. Dresang

The process of rapid political change in contemporary Africa with special emphasis on the emergence of new states.

African Geography (Economic Distributions and Relationships: Tropical Africa) (Geography 563)(416-563-5): 3 cr., 9:30 MTWRF Mr. Onakomaiya

Analysis of the distribution and interrelationships of economic phenomena in Tropical Africa.

Social Problems in Southern Africa (Sociology 696: Problems in Sociology) (900-696-3): 3 cr., 2:30 MTWRF Mr. Sobukwe

(NOTE: This course will not be offered if Mr. Sobukwe is not given permission to leave South Africa).

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Two additional courses available to Institute Participants in African Studies:

Politics of Underdeveloped Areas (Political Science 653): 4 cr. Mr. Brett

A comparative analysis of the political problems confronting underdeveloped areas; emphasis on problems in the development of new institutions.

Seminar in Comparative Politics of Developing Nations (Political Science 852) 3 cr. Mr. Dresang

Political processes in the developing nations of Afro-Asia and Latin American with particular attention to nation-building and the formulation of cross-national comparisons.

Participants may arrange special programs of independent reading with summer session instructors after consultation with Messrs. Penn, Miracle, Noss, Gear, Wiley, or Ms. Chavis. These courses should be supplemental to the basic curriculum of the Institute. The courses should be lodged in either African or Afro-American Studies.

Faculty in the Summer Institute have attempted to design courses which will be useful to the special requirements of the university or college teacher. They also are open to conversation about any special needs or preparation which participants require.

Those participants who do not need or wish to receive formal credit for courses in which they enroll may audit the course. They still will be expected to complete all course requirements except in unusual circumstances after consultation with the instructor. If you wish to attend lectures/discussions in courses other than those in which you are enrolled, feel free to do so, and ask for permission to do so from the course instructor.

All courses taken for credit are transferrable for graduate credit in other universities on consent of that university and its graduate program. Credit for graduate degrees at the University of Wisconsin, Madison may be given only after the participant has gained admission to the Graduate School of the University.